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ABSTRACT

This publication contains teaching ideas generated by classroom teachers. For grades K-4, elementary teacher Doris Waud and media specialist Gail Petri developed "Celebrate America with Symbols from American Memory," in which students explore the American memory and symbols. For grades 5-8, media specialist Mary Alice Anderson developed "Using Jump Back in Time Photos from America's Library," a project for sixth graders. For grades 9-12, high school librarian Joyce Valenza and a history teacher colleague developed a WebQuest using Civil War maps and photos. The publication offers "Bonus Teaching Ideas" from elementary school teacher Kathleen Isaacs and middle school teacher Steve Olguin. In the feature article, "Coaching Departments to Speak: Two Examples from the Days of Jim Crow," history teacher Scott P. Culclasure describes how close analysis of two documents provides insight into race relations, the power of language, and how people learn about the past. In "Reaching Other Teachers: The Challenge of Professional Development," librarian Margaret Lincoln highlights some of the issues involved in engaging other teachers with American Memory and provides links to online workshop materials. The "Tech Tip" section offers "Finding the 'Mother Lode' of Technical Information on the Learning Page." (BT)

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ED 464 012

The Source:

A Newsletter of Practical Teaching Ideas for American Memory Users

November 2001 Issue #2

Using Photographs from American Memory

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SO 033 776

The winning entry in the Help Us Name This Newsletter Contest was submitted by Gayle Lawrence, librarian at Clyde Boyd Junior High in Sand Springs, Oklahoma. Congratulations and thanks to Gayle for submitting the title, ***The Source: A Newsletter of Practical Teaching Ideas for American Memory Users***.

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Celebrate America with Symbols from American Memory

By Gail Petri, Library Media Specialist, and
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Since the tragic events of September 11, flags, ribbons, banners, and other patriotic symbols have been displayed everywhere. Our lesson, inspired by this tragedy, evolved as a way to help students understand how these symbols came to represent the spirit of America. We wanted students not only to examine the past, but also to consider what being an American means to each of them.

How Did We Get Started?

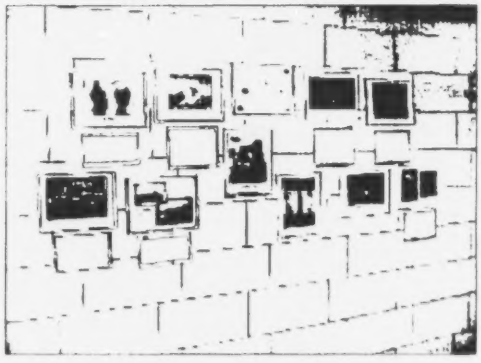
GetTech Day (http://www.gettech.org/) is a campaign organized by the National Association of Manufacturers to help prepare students for the technology-driven jobs of tomorrow. It was launched locally on October 2, 2001. All area schools were invited to participate. Fyle School decided to focus on getting acquainted with the world's largest (and best) online library and scrapbook of American history. We called our day "Celebrate America With American Memory." To help teachers navigate the huge resources of American Memory, Gail designed a web page linking to easy-to-use elementary-level activities and lessons: Celebrate America With American Memory (http://www.rhnet.org/library_links.cfm?cat=4&onesubcat=75&subsub=272&category=Elementary%20Library%20Pages). Teachers were encouraged to choose several activities appropriate for their grade level and have fun exploring the sites.

Gail also compiled and distributed a packet of sample printed documents from the collection and included photo and document analysis worksheets for classroom use. Teachers were encouraged to design their own American Memory classroom activities and to access American Memory during their computer lab classes. Finally, Gail invited any interested classes to visit the Library for a large screen online Library of Congress tour.

How Did the Symbols Lesson Work?

As a classroom teacher, Doris wanted to familiarize her fifth-grade students with the American Memory treasures on GetTech Day. She prepared for the lesson by searching the AM collections, locating the patriotic symbols in the box on page 3, printing them, affixing them to red and blue paper, and then laminating them.

Doris developed a worksheet for students to use as they analyzed the symbols (see worksheet on



"Celebrate America With American Memory" hall display near the library at Fyle Elementary.

page 5). She also had print resource materials available to help students locate information about each symbol and answer worksheet questions. An especially helpful book was *Uncle Sam and Old Glory: Symbols of America*, by Delno and Jean West (Atheneum, 2000).

On GetTech Day, students began by taking Gail's online large screen tour. The class next brainstormed a list of American patriotic symbols. Coincidentally, the student-generated list was almost identical to Doris's list of symbols.

Doris modeled how to use the worksheet using the Presidential Seal as an example. Then, the symbol documents were distributed to pairs of students; using the resources provided, they completed their worksheets. Students then used their completed worksheets to write brief original reports about their symbols. Students shared their reports with the class, and the symbols and reports were displayed in the hall for others to enjoy.

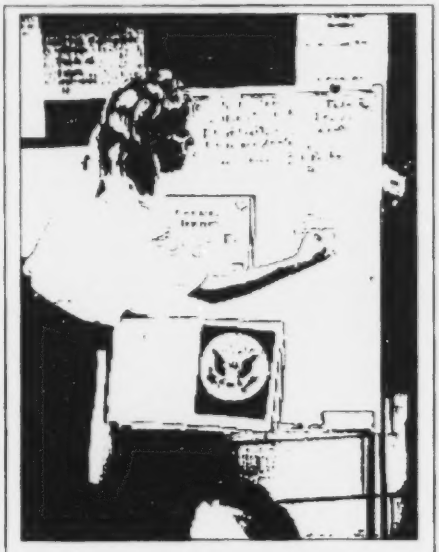
As an extension, students were asked to reflect on what America means by creating a new symbol for a new century. Their product could be in the form of a pledge, poem, song, or visual symbol. In addition, students had to explain in writing the meaning and relevance of the new

- Washington D.C. Inside the Lincoln Memorial
  http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8d45288))
- Lincoln Memorial, aerial view
  http://memory.loc.gov/cgi-bin/query/r?ammem/alad:@field(DOCID+@lit(h22574))
- Paintings. Pilgrims praying by Henry Mosler
  http://memory.loc.gov/cgi-bin/query/r?ammem/horyd:@field(NUMBER+@band(thc+5a48135))
- Plymouth Rock
  http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a27708))
- Plymouth Rock, Plymouth, Massachusetts
  http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a27751))
- Jefferson Memorial. Front and left of Jefferson Memorial, close up
  http://memory.loc.gov/cgi-bin/query/r?ammem/horyd:@field(NUMBER+@band(thc+5a38274))
- Washington Monument, June 1917
  http://memory.loc.gov/cgi-bin/query/r?ammem/runyon:@field(DOCID+@lit(txuruny.04163))
- U.S. flag, the Stars and Stripes
  http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a27636))
- Pennsylvania. Liberty Bell in Independence Hall II
  http://memory.loc.gov/cgi-bin/query/r?ammem/horyd:@field(NUMBER+@band(thc+5a38551))
- Statue of Liberty, New York, N.Y.
  http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a23254))
- Eagles/photo by L.C. McClure, Denver
  http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00071247))
- Inaugural Luncheon Program, January 21, 1985 (Presidential Seal)
  http://memory.loc.gov/cgi-bin/query/r?ammem/pin:@field(NUMBER+@band(rbcmisc+pin5902))
- Wake Up, America (Uncle Sam)
  http://memory.loc.gov/cgi-bin/query/r?ammem/dukesm:@field(DOCID+@lit(ncdhasm.a0031))

Editor's Note: At each of the above pages, you can click on the picture to go to a larger image. Clicking on the headings under "Subjects" will help you locate many more images like the one you selected.

symbol. For example, one student chose a visual of several wolves as the symbol and wrote, "I chose the wolf as a new symbol for America because it represents the strength of the U.S.A. Like a wolf pack the U.S. is strongest when the people come together." These symbols were also shared in class and displayed in the hall.

This activity made history come alive for the students. We connected the past to the present using visuals. Students began to understand that symbols from the past are still relevant in the 21st century and that these symbols have helped to unify America over time.



Doris models use of the worksheet.

Name _____ Celebrate America Worksheet

Symbols of America

1. Name the symbol you are analyzing.

2. Name the current location of this symbol.

3. When was this symbol created/completed/designed?

4. Name the creator/designer of this symbol.

5. Name the historical event that is connected with this symbol.

6. Why does this symbol represent the spirit of America?

Using Jump Back in Time Photos from America's Library to Complement Family History Timelines

By Mary Alice Anderson, Lead Media Specialist
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This past spring, our 350 sixth-grade students used the Jump Back in Time feature of America's Library (http://americaslibrary.gov/) to complement a family history project. Students interviewed a family member to learn about his or her life and local, national, and world events that the person considered significant. The final step was to make an illustrated timeline depicting the family member's life and simultaneous events.

Teachers and I met to discuss the project and determined what the students needed to be successful. We chose America's Library, a Library of Congress site in a child-friendly format, as the main resource for photos, but the class project web page (http://www.winona.k12.mn.us/wms/curricsites/history_and_citizenship.html) also included a bibliography of picture books about the decades and links to other online resources, including an online encyclopedia.

Students had two weeks to interview a family member; the assignment was given prior to spring break so students would have more opportunities to interview family members living in other communities. After students completed their interviews, we introduced them to the resources necessary to complete their timelines, including *Timeliner* (Tom Snyder Productions), the software they used to depict the person's life and share their information with others. Jump Back in Time is organized by time period; for this project most students searched photographs and historical information in the "Depression and World War II" or "Modern Era" sections.

In addition many students scanned pictures from the picture books, saved them to their space on the server, and inserted them into their timelines. Others brought in their own primary sources to scan; most brought photographs, but others brought such souvenirs as travel brochures. My favorite was a 1956 Elvis Presley concert program, which the student proudly shared because "my grandma saw Elvis in person."

Students used at least two class blocks (80 minutes each) and out-of-class time to complete the technology portion of the project. The final step was an oral presentation and display of the timelines in the classroom.

"That's one small step for man...and one giant leap for mankind," said Neil Armstrong as he walked on the moon, July 20, 1969.
http://www.americasstory.com/pages/jb_1946-2000_subj_c.html

I love this project! Students become involved learners practicing a wide array of skills. Parents value the family connections; grandparents, aunts, and uncles enjoy reminiscing, and kids are surprised to learn what Grandpa did. And, of course, the students enjoyed the technology. I appreciate all of that as well as seeing kids browsing books of historical photographs, using a quality web site, and achieving success without hassle. *America's Library* is ideally suited for a project such as this because students can quickly find what they need without becoming sidetracked or frustrated.

This project can be as simple or complex as student skills, available hardware, and time allow. Just a few of the many possible extended or alternative activities are:

- Instead of using Jump Back in Time, students with more experience searching could go to American Memory's Collection Finder (http://memory.loc.gov/ammem/collections/finder.html) page, looking under either the Timeline or the Original Format: Photos and Prints for collections to search for appropriate illustrations.

- Students could use the Choose a Postcard feature of Jump Back in Time (America's Library > Jump Back in Time > Choose a Postcard) to send an electronic postcard to the family member they interviewed. If the family member does not have email, the postcard can be printed out.

- Students could use family artifacts or primary resources as props during their presentations.

America's Library has many other useful features. Check them out by logging on to America's Library (http://americaslibrary.gov/) directly or by accessing it through the Library of Congress (http://www.loc.gov/) home page (Library of Congress > America's Library).

Civil War Battles: The Reporter's Perspective WebQuest

By Joyce Valenza, Librarian
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I have spent the past several years battling "topical research." The traditional country, decade, state, animal, or battle report is a useless exercise in an information-rich landscape, where locating the information needed for such reports requires little more than a printout from an online reference source. Such reports amount to busy work, and our students know it. They need deeper encounters with information. Students should have opportunities to analyze and compare, to look at issues from multiple perspectives, and to use the information they collect in meaningful ways.

One of our school's American history teachers, a major Civil War buff, recently gave me the opportunity to work on a deeper approach. Each semester in preparation for a field trip to Gettysburg, the teacher assigned reports on Civil War battles. During the past year we decided to tweak those battle reports a bit.

The Civil War Battles WebQuest: The Reporter's Perspective (http://mciu.org/~spjvweb/civilwarwq.html) is our effort to encourage students to explore how a battle might be reported from the perspective of either a northern or southern journalist. Along the way, students also examine visual documents and learn the basics of desktop publishing.

We purposely chose a newsletter as our product because war journalism improved dramatically during the Civil War. For the first time, correspondents traveled to the front and were able to relay their stories via telegraph to readers back home, desperate for current news of their loved ones.

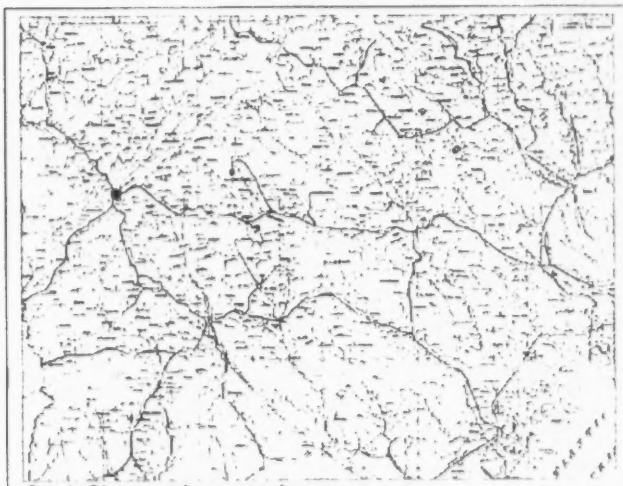
Atlanta, Ga. Gen. William T. Sherman on horseback at Federal Fort No. 7
http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a39954))

We assigned students the dangerous duty of "covering" a battle. They were encouraged to create period-appropriate interviews and stories, weaving together facts of the battles, quotes from real soldiers and witnesses, maps, photographs, and artifacts they might have found at the site. They were urged to display some bias and to take license in exaggerating heroism. While students were expected to write historically accurate stories, they learned in the process that truth may well be the first casualty of war!

In creating their newsletters, students were required to use images from two American Memory collections—Selected Civil War Photographs (http://memory.loc.gov/ammem/cwphtml/cwphome.html) and the Civil War Maps (http://memory.loc.gov/ammem/gmdhtml/cwmhtml/cwmhome.html). The images offered immediacy and inspired student writing. The maps served to clarify and help students explain battle strategies. An article explaining how geography influenced the outcome of the battle was a required element in the newsletter.

In addition to drawing students into the superb American Memory collections and the many Civil War web sites, this project helped us to promote our huge print Civil War collection and proved to students the value of these sources.

The teacher was impressed with the student products and has asked me to help him create similar activities for his world history classes. We found that students were completely engaged in their work, far more so than when asked to write a simple report on a battle.



Genl. Sherman's campaign war map.
http://lcweb2.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3921s+cw0124000))+@field(COLLID+cwmap))

Looking at Pictures—Carefully

By Kathleen Isaacs
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Teachers are always looking for ways to encourage students to think about their work. They spend time teaching thoughtful consideration of their texts, even before they introduce analytical skills. Even the youngest student can be taught to approach pictures in the same thoughtful way.

I have revised an observation sheet (see page 12) originally developed for the American Memory Fellows institute in 1997 for use by younger children. Teachers may wish to use the questions as guides for their own work with the youngest children, post the questions on a blackboard, or print out the sheet for older students to use as a worksheet. Other versions of this tool can be found in American Memory at:

http://memory.loc.gov/ammem/ndlpedu/lessons/99/jacob/photo.html

http://memory.loc.gov/ammem/ndlpedu/lessons/97/market/photo.html

The observation sheet might be used with a single photo to model an approach or with a number of photographs that will introduce and support a unit. The American Memory collection contains hundreds of photographs of possible interest to young children and connected to their other studies. As a sample, the box below lists a dozen photographs about schools, dating from the late 1800s to 1981.

You can make your own collection. Search American Memory, limiting your search to "Photos and Prints." Use keywords that connect to your unit and tell the search engine to use all words. Most pictures can be enlarged and printed out on any paper for student use. Laminating your "photos," of course, will make them last much longer, if you have the equipment.

Southington, Connecticut. Southington school children staging a patriotic demonstration http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@filreq(@field(NUMBER+@band(fsa+8d45219))+@field(COLLID+fsa))

- Florissant School
  http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10008452))
- Custer County, Nebraska
  http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(p10993))
- Hacks bringing children to the State Normal School, Kearney, Nebraska
  http://memory.loc.gov/cgi-bin/query/r?ammem/psbib:@field(DOCID+@lit(p13719))
- Supai Indian School, children at dinner, Cataract Canon, Arizona
  http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10030962))
- Playground Towaoc
  http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10030656))
- Grade School
  http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10014128))
- Rural school near Milton, North Dakota, 1913 : Miss Margaret McKay, teacher
  http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b369))
- Schools. Interior with children painting, reading and playing
  http://memory.loc.gov/cgi-bin/query/r?ammem/gottscho:@field(NUMBER+@band(gsc+5a00389))
- White Plains, Greene County, Georgia. The three-teacher Negro school
  http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(fsa+8c07405))
- Southington, Connecticut. Southington school children staging a patriotic demonstration
  http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@filreq(@field
  (NUMBER+@band(fsa+8d45219))+@field(COLLID+fsa))
- Colville children pose in classroom for portrait of the 4th & 5th graders, St. Mary's Mission School, Omak, Washington, 1959
  http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DOCID+@lit(p500))
- Children Beside School Bus
  http://memory.loc.gov/cgi-bin/query/r?ammem/ncr:@field(DOCID+@lit(n46476))

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Name _____ Looking at Pictures Worksheet

Questions About Your Picture

What You See	What You Know	What You Think
Describe exactly what you see in the photograph: What people do you see? What things do you see? How are the people and things arranged in the picture? Where was the picture taken? What other details can you see?	Tell what you already know about the time the picture was taken. Tell what you already know about the place where the picture was taken. Tell what you already know about the people in the picture. Tell what you already know about the things you see in the picture.	What do you conclude about this picture: What's going on in the picture? Who are the people? What are they doing? What do you think the things you see in this picture were used for? What would it be like to live in this time and place? How is this picture different from your own experience?

Further Research:

What other questions do you have about this picture?

What are some sources you can use to find answers?

Becoming a Student of History: Photograph Analysis

By Steve Olguin, Social Studies Teacher
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To learn as much as possible from historical photos, students of history must learn to analyze the photos carefully and to develop questions about them.

The ability to analyze historical photographs will enable the history student to learn more from textbook photos, museum photo displays, history-related photos on the Internet, and even family photos.

The ability to develop questions is what enables a student of history to delve further into historical topics.

The final result is new information and new perspectives about the past.

The American Memory (http://memory.loc.gov/ammem/amhome.html) web site from the Library of Congress has thousands of historical photographs. From the American Memory home page, click on Collection Finder (http://memory.loc.gov/ammem/collections/finder.html). This will take you to a page that lets you select the kind of document you want to find. Under the heading "Original Format," click Photos and Prints (http://memory.loc.gov/cgi-bin/query/S?ammem/collections:@field(FLD003+@band(origf+Photograph)):heading=Original+Format%3a+Photos+&+Prints). From this page, you can search all the collections that include photographs.

To conduct your search, you will need to enter one or more keywords. For example, if you are searching for pictures of the American West, you might use such words as Tucson, Hopi Indians, Mexicans, cowboys, Roosevelt Dam, Colorado River, Salt River, Catalina Mountains, San Xavier Mission, saguaros, rodeos, horses, sheep, gold rush, Grand Canyon, California, missions, migrant workers. The words you use depend on what you are trying to find.

If you are interested in Western history, check out the website (http://msnhomepages.talkcity.com/Terminus/srolguin/LIBRARYOFCONGRESSGALLERY.html) created especially for this photo analysis lesson. It presents 72 galleries of photos taken from the American Memory collections.

You can use a T-Chart like the one on page 13 to record your observations of the photos in American Memory.

Daughter of Mexican field laborer. Near Chandler, Arizona. 1937
http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@filreq(@field(NUMBER+@band(fsa+8b37621))+@field(COLLID+fsa))

Name _____ Photograph Analysis Worksheet

Title – Give the photo a title that you think describes it well:

Objective Observations To look at the photo in-depth to identify ***precisely what you see in the photo*** without interjecting your own thoughts and experiences.	Subjective Observations To look at the photo in an interpretive way to ***make inferences based on what you see*** and what you know about the topic; add your thoughts.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

A third aspect of photo analysis is identifying questions you have concerning the Each question is important in developing a plan for getting more information about the photo. *The questions you come up with will also provide keywords for use in your search for knowledge.*

Question 1:

Question 2:

Question 3:

Keywords:

1.	2.	3.
4	5.	6.

Coaching Documents to Speak: Two Examples from the Days of Jim Crow

By Scott P. Culclasure
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Even as a veteran teacher, I must remind myself that less can mean more. Teaching history, I know that learning about the past should be supplemented with critical understanding of how we learn about the past. Two documents—one a photograph and the other a transcribed interview—make a pair of favorites that I have used in a variety of settings, from a philosophical treatment of historical knowledge to a consideration of African Americans in the age of Jim Crow.

The first document is a deceptively simple photograph found in the collection, Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920 (http://memory.loc.gov/ammem/detroit/dethome.html). Titled "A Happy family," the image is one of thousands made by the company for the entertainment of American consumers. This particular photograph was taken around 1902 and shows five black southerners sitting in front of a clapboard cabin.

Because no one in the image is identified, I first ask students to propose how the members of the family are related. Most often, they suggest that the grandmother sits to the right, her daughter at the left, and her daughter's three children between them. More important is the realization that the father is absent. If he is at work, then why has his wife not joined him, as the setting is obviously a farm where there was work for everyone? We may, however, have mistakenly assumed the young woman was the mother; perhaps she was the oldest sibling and, with her grandmother, was responsible for the younger children while her parents worked.

A Happy family.
http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a09792))

Our discussion leads to an obvious point as we consider why this family was labeled a happy one. Not that the individuals look unhappy—they show hints of smiles. But someone else titled the photograph in a way that allowed its viewers to conclude that humble circumstances did not preclude happiness. Such a platitude, whatever its truth, also reassured a middle class consumer who might wonder about the conditions of southern blacks that things were not too bad.

Of course we could be interpreting the photograph unfairly, and it is only honest to admit this possibility to the students. My hope, however, is that they will realize what it means to say that a picture is worth a thousand words!

An interview from the collection American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940 (http://memory.loc.gov/ammem/wpaintro/wpahome.html), makes a good companion to the photograph of the happy family. In "Negro Life on a Farm (http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field (DOCID+@lit(12070206)))," Ina Hawkes of the Georgia Writers' Project interviewed a 78-year-old "farmer and wash woman" named Mary Johnson. As with the photograph, the October 1939 interview can be an object lesson of how a document can say more than is immediately apparent.

All sorts of people were interviewed for the Federal Writers' Project. We begin our analysis of this interview by wondering what conventions might govern a conversation between an elderly black woman and a younger white woman. Mrs. Hawkes sets the scene by noting that, as she approached Mrs. Johnson's home, she heard the old woman humming "an old slavery song." Hawkes was greeted by Johnson as "Miss"; Hawkes, in turn, addressed questions of "Aunt Celia" or "Aunty." Language, students discover, subtly conveys social distinction. When we read how Hawkes recorded Johnson's words in dialect, we can question whether what was written records what was actually heard or a stereotyped notion of how elderly black women spoke. We certainly are never aware of whether Mrs. Hawkes spoke with a regional accent!

"My school days was short 'cause we was po' folks an' had to work. Co'se Miss, us had plenty to eat and some clos'." How difficult might it be for Mrs. Johnson to voice to Mrs. Hawkes something that might sound like a complaint? If she felt constrained to speak openly about her family's circumstances, Johnson might nevertheless find a more circumspect way to tell about an uncomfortable past. Claiming that her parents, who had been slaves, would not tell her much about their experience, Mrs. Johnson relates that they nonetheless said their master "sho was good to 'em," because they were well fed and clothed, even if they were not allowed access to books.

Language is a slippery thing. We can accept words at their face value, which at times may be all the value they possess, or we can ask if there are more important things left unsaid. Certainly students recognize the poignancy of how the interview ends. "Miss, when you go back to town go to da welfare people for me and tell dem I sho needs a coat an' some dresses 'cause I sho is necked."

The interview with Mrs. Johnson and the photograph of the anonymous family illustrate how murky was the junction between whites and blacks in the years after slavery. Placing primary sources in the hands of our students fulfills only part of our responsibility as teachers. We must also help them learn that the documents will not speak for themselves and that, as historians, we carry the burden of making sure we handle them with the sensitivity that they deserve.

The Challenge of Professional Development

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How did you first learn of American Memory? Did you stumble upon the site through online browsing? Did you read about the historical collections in a journal article? Did you hear a presentation at a conference or attend an introductory workshop?

American Memory Fellows make a commitment to share their expertise with colleagues throughout the nation. Other readers who have discovered and grown to appreciate American Memory may also find opportunities to introduce teachers or media specialists to the wealth of American Memory resources—and it can be a rewarding experience. Even a typical conference presentation can yield positive results. Educators new to American Memory are excited to discover these invaluable materials and are reassured to know that the Learning Page provides curriculum support and lesson ideas. Conference attendees come away with something quite tangible that they can put to use.

Although our colleagues may benefit from a brief exposure to American Memory, it is also important to provide opportunities for teachers to delve more deeply into American Memory and to create their own curriculum units. Long-term professional development poses a challenge. Can Fellows ever replicate for others the experience that they were privileged to have? Is it realistic to expect teachers to acquire a comparable familiarity with American Memory?

If you are planning a workshop or staff inservice focusing on American Memory, the strategies of American Memory Fellows willing to share their ideas may be useful in the planning process.

The chart on page 19 summarizes the information I gathered from Fellows. To address the issue of how to engage teachers in American Memory in greater depth, I pass along the American Memory professional development initiatives that I have undertaken with my colleague Scott Durham.

American Memory professional development efforts in our district (Lakeview Public Schools, Battle Creek, Michigan) have been tied to a process known as Unit Design. Because our teachers and library media specialists have become versed in the concepts of meaningful learning, big ideas, enduring understandings, and essential questions, we first incorporated this lesson development model into our workshop approach. Our workshop's online

The author and Fellow Laurie Williams examine documents at the 2000 American Memory Fellows Institute, a program that provides for sustained learning.
http://www.loc.gov/loc/lcib/0010/amfellow.html

agenda (http://academic.kellogg.cc.mi.us/k12lincolnm/agenda1.htm) reveals that our objectives included familiarity with the online resources of the Library of Congress and development (using a template found at http://server.remc12.k12.mi.us/lhslib/Unit design template1.doc) of a Unit Design lesson that draws upon primary sources.

This workshop was offered to our colleagues twice in 2001. We were fortunate in having had small numbers of highly motivated teachers to work with in a well-equipped computer lab. Sensing our passion for and commitment to American Memory, teachers were enthusiastic about using these resources to promote meaningful learning. Many workshop participants were able begin a rough outline of a potential unit. However, the time constraints of a two-day workshop did not allow participants to complete the Unit Design process. In hindsight, we realize that some of our goals for the workshop were unrealistic. Simply stated, we couldn't equal in two days the yearlong output of an American Memory Fellow.

During the current school year, we are expanding American Memory professional development/Unit Design opportunities by scheduling additional monthly work sessions and adopting a slower pace. Our training will target social studies teachers throughout the Battle Creek area, not simply from our own school district. Teachers will attempt to answer the question: "What major themes (big ideas) run through the topics of a particular class?" They will define enduring understandings that lie at the heart of a discipline and that have value beyond the classroom. They will note the essential questions that students should be able to answer upon completion of a unit to validate meaningful learning. Teachers will also flesh out the organizational details of a unit, note the content expectations and accompanying assignments, and correlate the unit with state and local standards.

Finally, teachers will participate in an intensive summer 2002 technology institute to acquire the appropriate tools for developing performance assessment tasks for their instructional units. A more thorough grounding in American Memory resources will figure into this institute. Additional support will come from a local venture known as Project TIME, Technology Integrated Into Meaningful Learning Experiences (http://www.projecttime.org/), which grew from a Technology Innovation Challenge Grant awarded by the U.S. Department of Education in June 1999 to the Battle Creek area schools. Innovative curricular units developed by teachers engaged in this year's American Memory/Unit Design training will be published on the Project TIME website.

A basic premise of Project TIME is that one-time workshops and training divorced from classroom practice do not yield the necessary change in awareness, thinking, and practice. Professional development must be ongoing and sustained in order to be effective. Thus, we hope to realize the challenge of our long-term professional development plan and will keep fellows updated on our progress.

American Memory Fellow	Professional Development Activity	Description
Mary Alice Anderson - maryalic@wms.luminet.net	Using Primary Sources and the American Memory Collection in your Curriculum http://www.winona.k12.mn.us/wms/StaffDev/handouts/AmMemory_workshop.html	This workshop introduces the historical collections and guides participants through the beginning steps of lesson design. They learn basic searching techniques and are encouraged to look for information about their own hometown (a proven method for getting people excited about American Memory).
Linda Joseph - ljoseph@iwaynet.net	American Memory Workshop Planning Guide http://www.cyberbee.com/quicklessons/lesson.html	This guide explains how to structure a workshop to allot time for a scavenger hunt, photo analysis, search activity, introduction to the Learning Page, and development of a quick lesson. Linda Joseph is also the author of the Discovering American Memory (http://learning.loc.gov/learn/educators/workshop/discover/index.html) online workshop.
Mary Ritter - jnmritter@qwest.net	Artifact Road Show: Constructing the Context http://memory.loc.gov/ammem/ndlpedu/lessons/99/road/intro.html	This staff development workshop embedded in a Fellow's lesson shows teachers where to find primary sources, what they are, how to examine them, and how to "construct the context" to tell the whole story.
Leni Donlan - ldon@loc.gov Kathleen Ferenz - kferenz@sfsu.edu Elizabeth Ridgeway - eridgway@aol.com	It's All in the Design ... Making it Work, Piece by Piece http://lcweb2.loc.gov/learn/educators/workshop/design01/	Workshop participants are guided in the creation of an engaging curriculum unit that is primary source-based. The workshop stresses alignment of understanding with assessment and learning experiences.
Margaret Lincoln - mlincoln@remc12.k12.mi.us Scott Durham – sdurham@internet1.net	The Library of Congress and American Memory: A Primary Resource for Unit Design http://academic.kellogg.cc.mi.us/k12lincolnm/agenda1.htm	This workshop introduces teachers to American Memory and assists them in incorporating primary source material into meaningful instructional units.

Finding the "Mother Lode" of Technical Information on The Learning Page

The Learning Page provides so many resources, visiting it without finding something new is almost impossible. Still, when you need a specific piece of information and don't know where to find it—especially if it's technical information—frustration can result. That's why teachers absolutely ***must*** know about the Technical Information page.

The Technical Information (http://memory.loc.gov/learn/resources/tech/index.html) page is located in the Resources (http://memory.loc.gov/learn/resources/index.html) section of the Learning Page. Taking time to become familiar with the information provided can help you avoid heartaches when you try to:

- Bookmark documents. Almost everyone who uses American Memory has had this experience: You find a great document. You bookmark it using the URL that appears in the location box of your browser. When you try to return to the document, the bookmark doesn't work! This problem results because the pages are created "on the fly" in response to a search. The address of an "on the fly" page is temporary. To create a workable bookmark, you must find the permanent URL, which you can do by going to the Source information under the View button on your browser. Detailed instructions for finding the permanent URL for a document can be found at http://memory.loc.gov/learn/resources/tech/link.html.

- Printing documents or images. While printing documents is relatively easy, some tips can help you better control exactly what you print. Check it out at http://memory.loc.gov/learn/resources/tech/print.html

- Saving images. Particularly when working with photos, you may want to save an image onto your computer so that you can resize it in your graphics program. Find out how to save images as well as audio, video, and entire web pages at http://memory.loc.gov/learn/resources/tech/save.html

- Viewing such special files as audio, video, or maps. Occasionally, you need special programs to view particular kinds of files in American Memory. Find out more about these programs at http://memory.loc.gov/learn/resources/tech/amviewer.html

Improvements at The Learning Page

Library staff work continuously to improve the tools they make available to educators on The Learning Page (http://memory.loc.gov/ammem/ndlpedu/index.html). Recently, the way in which lessons are accessed from the Lessons (http://memory.loc.gov/ammem/ndlpedu/lessons/index.html) page has changed. Lessons are now listed in alphabetical order, with a brief description, grade level, and topic or theme. These annotations are helpful to teachers who are browsing for something useful. An example:

Thank You, Mr. Edison http://memory.loc.gov/ammem/ndlpedu/lessons/99/edison/intro.html	Students investigate electrification as both a technological and social process.	7-12	Industrialization

If you are planning an inservice for other teachers, you will find a new addition to the Educators (http://memory.loc.gov/ ammem/ndlpedu/educators/index.html) page useful. The list of Self-Serve (http://memory.loc.gov/ammem/ndlpedu/educators/workshop/ssindex.html) workshops includes 18 workshops created and used by the Library staff and now available for your use in local professional development activities. A number of the workshops can also be used by individuals who want an orientation to American Memory; others can be easily adapted for classroom use.

Emblematic Illustrations Using Material Culture to Interpret African American Life http://memory.loc.gov/ammem/ndlpedu/educators/workshop/emblematic/eover.html	Strive to understand some of the ways that African Americans were portrayed in popular culture, some of the ways that they portrayed themselves, and the ways these portrayals reflect larger historical developments at the turn of the century by analyzing objects in American Memory.	Appropriate as professional development for museum educators as well as middle school and high school educators.

Also newly available at the Educators (http://memory.loc.gov/ammem/ndlpedu/educators/index.html) page are Handouts (http://memory.loc.gov/ammem/ndlpedu/educators/handouts/index.html), which include such goodies as a list of all the American Memory collections, a guide to finding treasures in American Memory, and a rationale for using primary sources in the classroom. Educators can also sign up for Video-Conference (http://memory.loc.gov/ammem/ndlpedu/educators/video/index.html) workshops online via a new and easier process.

All of these new and improved features make a few minutes exploring The Learning Page (http://memory.loc.gov/ammem/ndlpedu/index.html) a worthwhile investment.

Editorial Board

The editorial board is made up of elementary, middle school, and high school teachers and librarians/media specialists who have taken part in the American Memory Fellows program. More information about that program is provided on the Learning Page at http://memory.loc.gov/ ammem/ndlpedu/amfp/index.html. Current members of the editorial board are:

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